



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2034 South Lindsay Road, Gilbert, AZ 85296

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Martha Farmer
Schedule : 07:00 AM to 04:30 PM
Grades : 7-8
Web Address : www.gilbert.k12.az.us
Phone Number : (480) 855-0015
Fax Number : (480) 855-3542
E-mail : marti_farmer@gilbert.k12.az.us

Mission

'South Valley Junior HS mission is to ensure that every student strives for academic achievement and develops good character in a nurturing community in preparation for the future.'

Parents are encouraged to join in the partnership to create the needed atmosphere for student success.

We encourage our students to achieve and balance their academics and extracurricular activities. This will provide students with a well-rounded experience as they prepare for the challenges ahead.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü As relatively new school we find it imperative to create a safe environment and an atmosphere conducive to learning. SVJHS administration has provided a variety of opportunities for students, staff and parents as we build this new school community.
- ü In direct correlation with the states mandate, 'NCLB', and through analysis of various assessments, it was determined to focus on the following 'academic goal'.
- 'SVJHS will improve student achievement in the academic area of written expression.'
- ü Through departmental 'curriculum mapping' aligned with the Arizona State Standards, the staff will provide the students with consistent; instruction, curriculum, and assessment. This alignment and articulation is necessary to meet those standards.
- ü SVJHS will provide the needed assistance for all students. Various tutorial type programs currently available included; departmental tutoring, instructional aide support, accelerated reading/math programs, and time allotted for SSR.

Enrollment

October 1, 2005 School Year Student Enrollment : 896
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 59

Instructional Programs

- Ü Honors - Math, Science, Lang Arts, Eng
- Ü Special Education - Resource/Acad Scills
- Ü ELL
- Ü Departmental Tutoring
- Ü Accelerated Reading & Math
- Ü Fine & Visual Arts
- Ü Technology/Vocational Instruction
- Ü Foreign Language

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 57 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of the administration, therefore the staff to set high academic standards for the students at SVJHS. It is essential that instruction and curriculum are aligned with the Arizona State Standards. The goals and expectations are carefully determined by analysis of various means of assessment through the previous year.

Students and parents are provided numerous opportunities and communication that share these goals and expectations.

Parents

We encourage SVJHS parents to become an 'active' parent of this school community. It is this partnership that will help create the needed atmosphere for student success.

The expectations of this school community includes; ensuring students daily attendance, proper nutrition, and transportation commitment.

Through the school PRIDE program we ask parental support as it relates to the; the students attendance/promptness, preparation and homework completion.

Transportation Policy

Safety is the top priority for Gilbert Public School's Transportation Dept. The buses travel nearly 2 million miles annually. Transportation covers approximately 10,000 miles per day to reach the students within the 61 square mile school district. Typically the district transports outside the one mile radius.

Special needs students are transported, 'curb to curb'. In addition our alternative school students received transportation.

GPS does not transport 'open enrollment' students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Highly Performing School	2005
Ü Excelling School	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	415	2928	78546	95	97	97	580	577	543	4	4	15	5	7	18	60	61	52	32	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	213	1416	38645	98	97	98	578	578	545	4	3	13	4	7	18	62	62	54	30	28	15
Male	202	1512	39792	93	97	97	583	576	542	3	5	17	5	8	17	57	59	50	34	29	15
African American	15	139	4205	88	95	97	559	548	524	13	12	22	NA	12	22	60	62	49	27	14	7
Hispanic	53	454	31177	96	94	97	560	555	524	6	7	22	9	13	23	68	66	48	17	14	7
Asian/Pacific Islander	28	133	1940	97	98	99	599	590	580	NA	1	5	7	6	9	46	56	53	46	37	33
American Indian/Alaskan Native	NC	29	4689	NC	94	95	NC	557	515	NC	10	28	NC	10	25	NC	62	43	NC	17	4
White	316	2173	36450	95	98	97	584	583	563	3	3	7	4	6	12	59	60	57	34	32	23
Students with Disabilities	14	242	8093	41	73	82	533	522	489	7	29	50	21	25	24	71	40	23	NA	6	2
Students without Disabilities	401	2686	70453	100	100	100	582	581	549	3	2	11	4	6	17	59	62	56	33	30	16
Limited English Proficient Students	17	65	9323	100	92	94	535	530	491	18	17	47	18	22	28	59	57	24	6	5	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	58	526	34694	87	92	96	561	556	524	5	6	23	14	13	23	60	66	48	21	14	7
Non-Economically Disadvantaged	357	2402	43852	97	98	99	584	581	559	3	3	10	3	6	13	60	59	56	34	31	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2943	79045	99	97	98	543	542	512	1	3	10	11	11	25	72	71	58	16	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1423	38860	100	98	98	549	549	519	NA	2	7	10	9	22	70	70	62	20	19	8
Male	214	1520	40075	99	97	97	537	536	505	2	3	12	13	14	28	74	71	54	12	12	6
African American	16	137	4250	94	94	98	533	520	500	NA	7	12	25	26	31	63	61	54	13	7	3
Hispanic	55	458	31314	100	95	98	529	524	493	2	7	16	18	16	34	69	69	48	11	8	2
Asian/Pacific Islander	29	135	1949	100	99	99	554	545	536	NA	4	4	3	9	15	79	72	66	17	16	15
American Indian/Alaskan Native	NC	30	4719	NC	97	96	NC	525	489	NC	3	15	NC	17	39	NC	77	45	NC	3	2
White	328	2183	36730	99	98	98	545	547	532	1	2	4	10	10	16	72	71	68	17	18	12
Students with Disabilities	30	256	8552	88	78	87	492	492	463	7	17	35	43	42	40	47	39	23	3	2	1
Students without Disabilities	401	2687	70493	100	100	100	547	546	517	0	1	7	9	8	24	74	74	62	17	17	8
Limited English Proficient Students	17	66	9355	100	93	95	501	478	456	6	29	37	41	33	48	53	38	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	63	531	34922	94	93	96	528	521	493	2	7	15	22	20	34	70	67	48	6	6	3
Non-Economically Disadvantaged	368	2412	44123	100	98	99	546	547	527	1	2	6	10	9	18	72	71	66	18	17	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	430	2989	79657	99	99	99	589	589	566	1	1	3	2	3	8	96	94	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1445	39120	100	99	99	600	600	580	0	1	2	0	1	4	97	96	92	2	2	2
Male	213	1544	40423	98	99	98	577	580	553	2	1	5	3	4	12	94	93	83	0	1	1
African American	16	144	4290	94	99	99	599	580	560	NA	4	4	NA	3	9	100	92	86	NA	NA	1
Hispanic	54	470	31642	98	97	99	577	580	552	4	2	5	2	5	11	94	93	84	NA	0	0
Asian/Pacific Islander	29	135	1948	100	99	99	588	594	589	NA	1	1	3	1	3	93	93	91	3	4	4
American Indian/Alaskan Native	NC	31	4760	NC	100	97	NC	583	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	328	2209	36929	99	99	99	590	592	579	1	1	2	2	2	5	96	95	91	2	2	2
Students with Disabilities	29	301	9069	85	91	92	534	548	508	10	7	11	10	17	30	79	75	58	NA	1	1
Students without Disabilities	401	2688	70588	100	100	100	593	593	573	1	1	2	1	1	5	97	97	91	1	2	1
Limited English Proficient Students	17	69	9521	100	97	96	539	544	507	6	6	13	6	9	24	88	86	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	63	552	35341	94	97	97	579	578	551	2	2	5	2	4	12	95	93	83	2	1	0
Non-Economically Disadvantaged	367	2437	44316	100	99	100	590	592	578	1	1	2	2	2	5	96	95	90	1	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	436	2976	78400	97	97	97	594	589	554	4	7	21	9	9	19	62	58	47	25	26	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1446	38686	99	98	98	594	591	554	2	4	20	7	10	20	66	60	49	24	26	12
Male	219	1528	39636	96	96	96	593	588	554	5	9	23	11	9	18	58	57	46	26	25	13
African American	25	137	4193	93	93	97	564	566	533	8	15	32	32	18	23	48	53	40	12	14	5
Hispanic	44	463	30732	98	96	97	575	562	534	9	15	31	11	16	24	61	57	40	18	12	5
Asian/Pacific Islander	31	114	1827	100	100	99	612	613	594	3	4	8	3	4	12	52	52	49	42	41	31
American Indian/Alaskan Native	NC	34	4536	NC	100	95	NC	580	528	NC	9	35	NC	3	25	NC	71	37	NC	18	4
White	330	2228	37038	97	97	97	597	595	575	3	5	11	8	8	14	64	59	56	26	28	19
Students with Disabilities	23	255	7840	68	75	81	552	529	498	17	38	60	22	20	18	52	37	20	9	4	2
Students without Disabilities	413	2721	70560	100	99	99	596	594	560	3	4	17	8	8	19	63	60	50	26	28	14
Limited English Proficient Students	NC	33	8956	NC	87	95	NC	530	502	NC	42	56	NC	18	25	NC	30	18	NC	9	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	36	453	33014	92	91	95	572	565	534	8	15	31	14	15	24	61	57	40	17	13	5
Non-Economically Disadvantaged	400	2523	45386	98	98	99	595	594	569	3	5	15	9	8	15	62	59	52	26	28	18

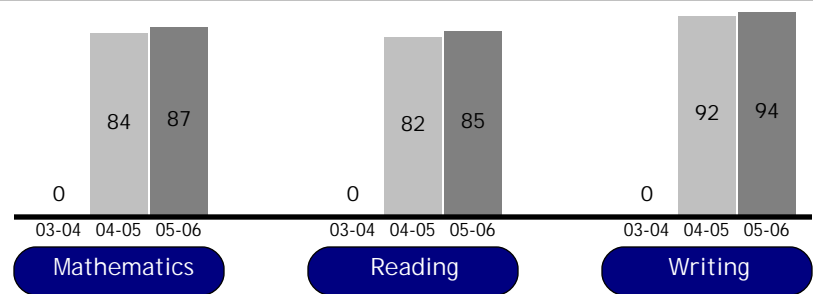
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	447	2975	79179	100	97	98	544	545	519	3	3	11	12	14	27	78	74	58	7	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1445	38974	100	98	99	553	552	524	2	2	8	7	10	25	82	78	61	9	11	5
Male	228	1528	40124	100	96	97	535	538	513	4	4	13	18	18	28	73	71	54	5	6	4
African American	27	138	4243	100	94	98	528	534	506	4	4	14	26	22	32	63	68	51	7	7	3
Hispanic	45	460	30987	100	96	98	525	522	498	7	6	17	18	25	36	76	67	45	NA	2	1
Asian/Pacific Islander	31	112	1832	100	98	99	542	550	543	6	2	4	13	11	17	71	79	69	10	9	10
American Indian/Alaskan Native	NC	34	4573	NC	100	96	NC	518	494	NC	9	16	NC	24	41	NC	68	42	NC	NA	1
White	338	2231	37467	100	97	98	549	550	539	3	3	5	10	11	17	80	76	70	7	10	8
Students with Disabilities	34	254	8567	100	75	88	494	493	467	18	22	39	44	38	38	35	37	22	3	2	1
Students without Disabilities	413	2721	70612	100	99	99	548	549	524	2	1	7	10	12	25	81	78	62	7	9	5
Limited English Proficient Students	10	36	9013	100	95	95	NA	465	461	NA	42	40	NA	47	48	NA	11	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	37	448	33345	95	90	96	520	522	499	8	6	17	24	27	36	65	65	46	3	2	1
Non-Economically Disadvantaged	410	2527	45834	100	98	99	546	548	533	3	3	7	11	12	19	79	76	67	7	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	446	3053	79734	100	99	99	576	574	554	1	1	3	5	10	19	93	89	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1474	39243	100	100	99	588	588	568	1	0	2	1	4	12	96	95	85	1	1	1
Male	227	1577	40413	100	99	98	564	561	541	1	2	4	9	14	26	90	84	70	NA	0	0
African American	27	144	4285	100	98	99	558	565	548	NA	1	3	15	13	22	85	86	74	NA	NA	0
Hispanic	45	479	31254	100	100	99	569	560	539	4	2	5	2	15	25	93	82	70	NA	0	0
Asian/Pacific Islander	31	114	1837	100	100	99	576	583	579	NA	NA	1	6	5	9	94	94	87	NA	1	2
American Indian/Alaskan Native	NC	35	4613	NC	100	97	NC	567	535	NC	NA	4	NC	14	29	NC	86	67	NC	NA	0
White	337	2281	37668	99	99	99	578	577	569	1	1	1	5	8	13	93	90	85	1	0	1
Students with Disabilities	33	327	8943	97	97	92	522	515	495	6	9	11	24	42	51	70	49	38	NA	NA	1
Students without Disabilities	413	2726	70791	100	100	100	580	580	561	1	0	2	4	6	15	95	94	83	1	0	0
Limited English Proficient Students	10	37	9138	100	97	97	NA	511	492	NA	8	13	NA	30	46	NA	62	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	37	482	33718	95	97	97	553	557	538	5	2	5	3	17	26	92	81	69	NA	0	0
Non-Economically Disadvantaged	409	2571	46016	100	100	100	578	577	567	1	1	2	5	8	14	93	90	84	1	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	NA	54	99	65	63	50	99	75	75	54
	Language	--	--	74	58	99	69	66	52	99	78	75	58
	Mathematics	--	--	78	62	100	65	64	50	96	75	72	54
8	Reading	--	--	NA	55	99	61	60	51	100	70	73	58
	Language	--	--	64	52	99	61	60	50	100	70	67	56
	Mathematics	--	--	75	61	100	70	67	53	98	79	76	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Creation of SVJHS's Mission Statement
1 Non-certified Employee(s)	Ü Textbook Adoption Review
2 Teacher(s)	Ü Liason to the PTSO/Tax Credit Approvals
2 Parent(s)	Ü School Improvement
2 Community Member(s)	Ü School Safety Issues
0 Student(s)	Ü School/Community Relations

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	12	7	0	0
7 to 9 years	8	5	0	0
10 or more years	16	14	1	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	191
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Computer Application Lab (4)	Ü Industrial Technology Lab (computer base
Ü Media Ctn w Internet Axxess & Video Syst	Ü Classroom Comp w Internet (3/clsrn)
Extracurricular Activities	
Ü Student Council	Ü 'Be the Change'
Ü Future Cities (Industrial Tech Vocat)	Ü Ambassadors
Ü NJHS	Ü Chess
Ü Drama	Ü Flag FB,SoftB,BasketB,X-Cty,Tr,VB,Soc,BB
Social Services	
Ü Crisis Intervention	Ü Health Services
Ü Counseling Services	Ü Teen Scenes (Parks n Rec)
Ü Citizenship & Resp Classes	
Ü Intramural Prog (Parks n Rec)	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü After the completion of Phase II SVJHS transitioned their electives into full time programs. We opened successfully with over 950 students to SVJHS. The staff, students, and parents were pleased with the completion of the new facility.
- ü STUCO received 'Superior' & 'Excellent' rating for their school banner & school scrapbook of SVJHS 2nd yr.
 Band and Orchestra earned 'Superior' @ Flagstaff & ABODA Music Festival.
 Combined Choir received Excellent ratings at the Festival.
- ü SVJHS won two athletic conference championships.
 Girls 8th grade Basketball
 Girls 7/8 grade Cross Country
- ü SVJHS 2004-05 received Highly Performing label
 SVJHS 2005-06 received Excelling label

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GPS utilizes our SRO for intervention, interviewing and reporting of various discipline issues. This ranges from an educational/intervention level to police report. The above incidents so reflect this description.

Prevention programs that ensure a safe and healthy environment include; character counts, extra-curricular, counseling, clsrn management, CPS training, health/drug prevention ed, mentoring, parent ed/involvement, peer mediation, community service, and certified health services.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Deb Carr	(480) 926-2775
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Dianne Bowers	(480) 497-3300
School Nutrition Programs	Tammy Farris	(480) 855-0015
Parent Organization	Deb Carr	(480) 926-2775
Student Health/Nurse	Helen Sandrolini	(480) 855-0015

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.